

IDAHO CONTENT STANDARDS  
HUMANITIES: THEATRE

Standard 1: Historical and Cultural Contexts

| Goals:   | Grade K-3   | Grade 4-5   | Grade 6-8   | Grade 9-12  |
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| Goal 1.1: Explain the historical and cultural contexts of theatre.                         | K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past, present, or future.  | 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. (902.01.c1)                                 | 6-8.T.1.1.1 Identify theatre’s Greek roots. (936.01.c1)   | 9-12.T.1.1.1 Identify representative dramatic works from a variety of cultures and historical periods. (971.01.c3)        |
|  | K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story). (868.01.c1) | 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. (902.01.c2)           | 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.          | 9-12.T.1.1.2 Illustrate an understanding of cultural and historical perspectives required by a specific text. (971.01.c1) |
|  | K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.  | 4-5.T.1.1.3 Improvise dialogue involving historical figures. (902.01.c3)  | 6-8.T.1.1.3 Discuss various historical changes and developments in the theatre and stage. (936.01.c2) | 9-12.T.1.1.3 Identify historical periods and their theatrical styles. (971.01.c3)   |
|  |   | 4-5.T.1.1.4 Discuss the value of theatre as a means of reflecting history and culture.                                      | 6-8.T.1.1.4 Delineate the differences between melodramatic and realistic acting styles.               | 9-12.T.1.1.4 Describe and compare universal characters and situations in dramas from various cultures and periods.        |
| Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines. | K-3.T.1.2.1 Discuss how theatre is enhanced by dance, visual art, and music. (868.02.c1)  | 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. (902.02.c1) | 6-8.T.1.2.1 Utilize multiple art forms to communicate ideas effectively.                              | 9-12.T.1.2.1 Create works that integrate processes and concepts of other art forms.                                       |
|  | K-3.T.1.2.2 Compare a written (visual or oral) story with a dramatic performance of that same story. (868.02.c2)  |   | 6-8.T.1.2.2 Analyze a dramatic performance’s use of multiple art forms.                               | 9-12.T.1.2.2 Analyze how other art forms contribute to a dramatic performance.  |
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Standard 2: Critical Thinking

| Goals:  | Grade K-3  | Grade 4-5   | Grade 6-8   | Grade 9-12   |
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| Goal 2.1: Conduct analyses in theatre.  | K-3.T.2.1.1 Discuss drama as a form of communication. (870.01.c2)                            | 4-5.T.2.1.1 Develop and use theatre vocabulary. (904.01.c1)   | 6-8.T.2.1.1 Investigate and evaluate theatre as a way to create and communicate meaning. (938.01.c1)              | 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays. (972.01.c1)                      |
|   | K-3.T.2.1.2 Use arts vocabulary to discuss a dramatic performance. (870.01.c3)               | 4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.   | 6-8.T.2.1.2 Compare and contrast the theatre of different cultures. (938.01.c2)                                   | 9-12.T.2.1.2 Compare and contrast the relationship between traditional theatre and contemporary trends in entertainment. (972.01.c3) |
|   | K-3.T.2.1.3 Identify and describe the character, plot, and setting in stories.               | 4-5.T.2.1.3 Compare and contrast film, television, and theatre as different genres.                                       | 6-8.T.2.1.3 Discuss one's interpretation of a dramatic scene with interpretations of others. (938.01.c3)          | 9-12.T.2.1.3 Analyze the central action of the play and discuss its cause and effect.  |
|   | K-3.T.2.1.4 Speculate on the meaning of a performance.                                       | 4-5.T.2.1.4 Discuss theatre as effective or ineffective ways to communicate meaning.                                      | 6-8.T.2.1.4 Identify and discuss dramatic elements that contribute to the meaning of a dramatic work. (938.01.c4) | 9-12.T.2.1.4 Evaluate how well the text or production met its intended objectives.   |
|   |  | 4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.                                    |   |  |
| Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances. | K-3.T.2.2.1 Verbalize personal preferences for types of drama. (870.01.c1)                   | 4-5.T.2.2.1 Identify how theatre reveals universal themes. (904.02.c1)  | 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.                    | 9-12.T.2.2.1 Describe and defend one's critique of a dramatic performance. (971.03.c1)   |
|   | K-3.T.2.2.2 Identify the beginning, middle, and ending of dramatic performances. (870.01.c2) | 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning. (904.02.c2)                                   | 6-8.T.2.2.2 Discuss the elements of conflict, climax, and theme as they relate to texts.                          | 9-12.T.2.2.2 Analyze production and performance appropriateness of a theatrical work within a given community. (972.03.c2)           |
|   | K-3.T.2.2.3 Explain preferences for different parts of a dramatic performance. (870.01.c3)   | 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others. (904.03.c4)                         | 6-8.T.2.2.3 Analyze a character’s actions and the consequences they create.                                       | 9-12.T.2.2.3 Compare and contrast modern drama with the theatre of earlier periods.  |
|   |  | 4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.c2)            | 6-8.T.2.2.4 Defend one's personal preferences for parts of a dramatic work. (938.03.c1)                           |  |
|   |  | 4-5.T.2.2.5 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions. | 6-8.T.2.2.5 Discuss drama as a study of human character and personality. (938.03.c2)                              |  |

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|  |  |  | 6-8.T.2.2.6 Use theatrical vocabulary to assess a dramatic performance. <a href="#">(938.03.c3)</a> |  |
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Standard 3: Performance

| Goals:  | Grade K-3   | Grade 4-5  | Grade 6-8  | Grade 9-12  |
|---|---|--|--|---|
| Goal 3.1: Identify concepts essential to theatre.   | K-3.T.3.1.1 Create characters, environments, and situations for dramatization. (872.01.c1)          | 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.   | 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.c1)   | 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience. (975.01.c1)            |
|   | K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters. (872.01.c2)       | 4-5.T.3.1.2 Create characters, environments, and situations for dramatization.                                       | 6-8.T.3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.c2)  | 9-12.T.3.1.2 Research and apply physical, emotional, and social dimensions in creating character. (975.01.c2) |
|   |   | 4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.                                   | 6-8.T.3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.c3)   | 9-12.T.3.1.3 Analyze theatrical elements of a dramatic performance. (975.01.c3)                               |
|   |   |  |  | 9-12.T.3.1.4 Utilize theatrical terminology in appropriate settings.  |
| Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills. | K-3.T.3.2.1 Use dialogue to tell stories. (872.02.c1)   | 4-5.T.3.2.1 Select materials to create scenery, properties, lighting, sound, costumes, and makeup. (906.02.c1)       | 6-8.T.3.2.1 Identify and describe how theatrical elements (e.g., characterization, scenery, lighting, costumes) communicate the meaning and intent of a dramatic presentation. (940.02.c1) | 9-12.T.3.2.1 Show how artistic choices can affect performances and formal productions. (975.02.c1)            |
|   | K-3.T.3.2.2 Interact in imaginary situations. (872.02.c2)   | 4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.c2)                                      | 6-8.T.3.2.2 Use technical elements of theatre to communicate meaning.  | 9-12.T.3.2.2 Construct imaginative scripts that convey story and meaning to an audience. (975.02.c2)          |
|   | K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production. (872.02.c3)               |  | 6-8.T.3.2.3 Use pantomime theatre to communicate an idea or tell a story.  | 9-12.T.3.2.3 Interpret/perform a work respecting the intent of its creator. (975.02.c3)                       |
|   |   |  | 6-8.T.3.2.4 Demonstrate basic stage movement.  |   |
|   |   |  | 6-8.T.3.2.5 Demonstrate the physical tools for acting (voice, movement, facial expression, gestures).  |   |
| Goal 3.3: Communicate through theatre with creative expression.                           | K-3.T.3.3.1 Create spontaneous dialogue to express or create characters within a scene. (872.03.c1) | 4-5.T.3.3.1 Create characters and plots from a variety of sources.   | 6-8.T.3.3.1 Perform or create an original work. (940.03.c1)  | 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience. (975.03.c1)                 |
|   | K-3.T.3.3.2 Create and present original or historical/fictional stories.                            | 4-5.T.3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. (906.03.c3) | 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, and beliefs. (940.03.c2)   | 9-12.T.3.3.2 Organize and conduct rehearsals for production. (975.03.c2)                                      |
|   | K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading. (872.03.c2)       | 4-5.T.3.3.3 Create a short dramatic scene from narrative literature.   | 6-8.T.3.3.3 Plan and direct scripted scenes. (940.03.c3)   | 9-12.T.3.3.3 Plan and develop original set designs that support a dramatic text. (975.03.c3)                  |
|   | K-3.T.3.3.4 Show respect for personal work and works of others.                                     | 4-5.T.3.3.4 Improvise scenes collaboratively, based on relationships and social situations. (906.03.c1)              | 6-8.T.3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. (940.03.c4)  | 9-12.T.3.3.4 Create a dramatic work that expresses personal understanding, opinions, and beliefs. (975.03.c4) |
|   |   | 4-5.T.3.3.5 Show respect for personal work and works of others.  | 6-8.T.3.3.5 Show respect for personal work and works of others. (940.03.c5)  | 9-12.T.3.3.5 Demonstrate appropriate behavior while attending and/or participating in theatrical events.      |
|   |   |  |  | 9-12.T.3.3.6 Build characters and portray situations through improvisation.                                   |